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ABSTRACT

This collection of writings is divided into four sections, each of which explores a different aspect of the relationship between career education and physical education and sport. The first section investigates the potential values in infusing career education into physical education and sport, and the second section focuses on ways in which physical educators can intitiate this type of curriculum intergration. The third section examines specific programs for this type of curriculum merger and the fourth section emphasizes the process of collaboration between the school and the community. (LH)

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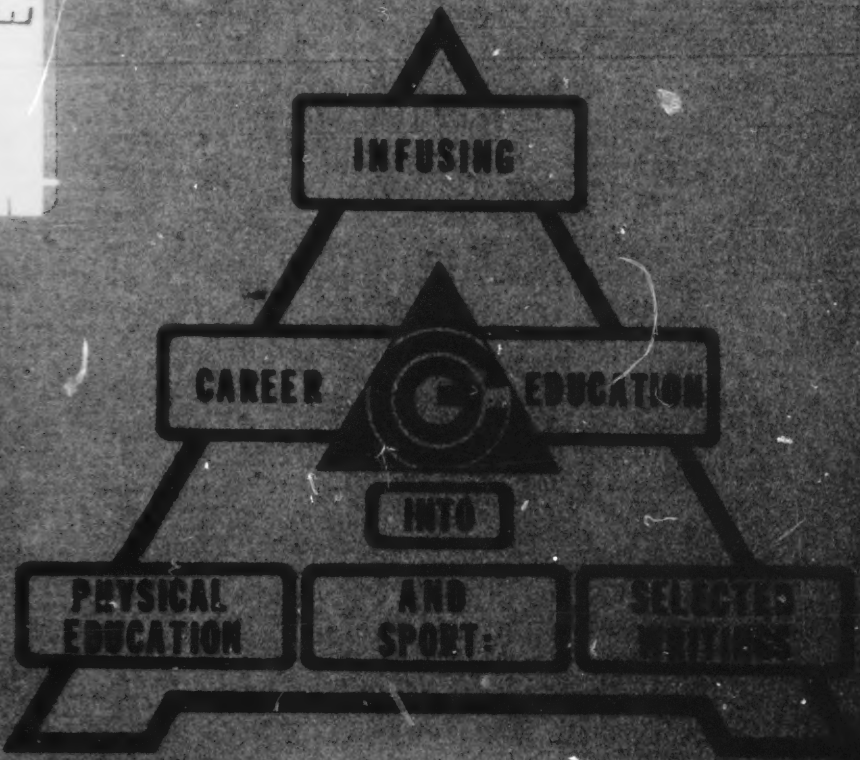

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PREFACE

The American Alliance for Health, Physical Education, Recreation, and Dance was awarded a 14 month government contract to examine the role of career education in physical education and sport programs. Investigation focused on several aspects. Is career education meaningful? Is career education relevant to physical education and sport? Can career education contribute to the learning process? What do AAHPERD members think about career education infusion into physical education and sport programs?

One of the results of this investigation is this collection of selected writings which examines how career education lends itself to infusion into physical education and sport. Infusion means career education is woven into the existing curriculum, not tacked on as a separate entity.

The four major divisions of this publication are Section I--Rationale for Infusion, Section II--Commitments for Professionals, Section III--Ideas for Career Education Infusion, and Section IV--Communication and Collaboration with the Community. In Section I, all three writers see potential values in infusing career education into physical education and sport. Section II focuses on ways physical educators can make a commitment to career education infusion in their teaching and professional activities. Section III examines specific ideas and programs where career education is being infused into physical education and sport. Section IV focuses on the process of collaboration between the school and the community and the benefits derived by students, teachers, and the community.

For additional teaching suggestions which infuse career education into physical education and sport, refer to Weaving Career Education into Physcial Education and Sport: A Handbook, AAHPERD, 1979.

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SECTION I -- RATIONALE FOR INFUSION

How is career education infusion justified in physical education and sport? Answers to this viable question are offered by Hoyt, Johnson, and Kretchmar.

Hoyt begins by describing his aspirations for career education infusion into physical education and sport in his article, "The Potential Contributions of Career Education."

Johnson explains in "Career Education and Physical Education: A Compatible Team" how career education, by its very definition and function, plays a critical role in education and specifically in physical education and sport.

"A Philosophy for Career Education in Physical Education and Sport," by Kretchmar, highlights the importance of play to the world of work and how physical education and sport make a unique contribution to that world.

THE POTENTIAL CONTRIBUTIONS OF CAREER EDUCATION

Kenneth B. Hoyt
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As director of the U.S. Office of Career Education, I have been asked to share some of my aspirations for career education infusion into physical education and sport. First, however, let us agree that if my aspirations exceed your accomplishments, neither of us need necessarily feel guilty. With that assumption, I welcome this opportunity to share with you a listing of the major potential contributions I see for physical educators in implementing career education. They include--

1. Helping students become aware of and explore possible careers in physical education, sport, and related areas. These are rapidly growing segments of the occupational society. Other educators will help, but physical educators must carry the primary responsibility in the fields of physical education and recreation. It is essential that the transmission of such knowledge become a part of the teaching/learning process in these fields.

2. Helping students acquire skills necessary for productive and constructive use of leisure time. One of the biggest complaints of employers is that workers are not ready to work when they return to their jobs. People with nothing to do will very seldom do nothing. Physical educators could make tremendous contributions to work in America if they will take this task as a serious assignment.

3. Equipping students with skills and attitudes required for success in the private enterprise system. More persons are fired for lack of good work habits and attitudes than for lack of specific vocational skills. Among the general employability skills needed by all youth today are: (a) a sense of competitiveness; (b) a willingness to work as a team member; (c) a willingness to work hard; (d) a desire to stay with a task until it is finished; and (e) a sense of fair play. Physical education, sports, and recreation are ideal environments in which to equip youth with such skills. No part of the curriculum holds greater potential for doing so. Physical educators who emphasize the acquisition of such

skills to their students as "career skills" may find rewards in doing so.

4. Highlighting the equal importance of employability skills (through sports) for young women and for young men. I'm aware of the fact that physical educators are probably divided on this issue, but career education advocates are squarely behind Title IX. To us, Title IX provides the potential for equipping young women to take their places as members of our occupational society equipped with the same degree of general employability skills and work attitudes as young men. In these times, this is surely a potential that must be realized.

5. Counseling students regarding careers in health, physical education, and recreation. The "coach/athlete" relationship has, historically, always been used for a great deal of counseling. All career education asks is that career counseling be included. The need for such an emphasis is great and is growing each year. It cannot be met by school counselors alone--no matter how many we might have. The skills and expertise of physical educators are badly needed in this area.

In listing these potential contributions, I am, in no way, asking that a "careers" emphasis become the sole--or even the necessarily most important--vehicle for use in motivating students to participate in your discipline. I am contending that it is one which, if used wisely, may make teaching more satisfying for you--and more meaningful for your students. The potential for making such major contributions to the goals of career education have always been present in the health, physical education, and recreation area. I hope that some of you will agree with me that it is time this potential be more extensively utilized. If you do, I am confident that your students will be even better served. Career Education needs you.

CAREER EDUCATION AND PHYSICAL EDUCATION: A COMPATIBLE TEAM

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One of the brightest stars currently on the educational horizon is career education. Much effort and money has been channeled into promoting and developing this educational concept since it became a national priority in the early 1970's. Career education is a new concept for some while others recognize it as a blend of several educational theories and ideas that have been around for some time.

What is Career Education?

Credit for coining the term "career education" and initiating the career education movement is given to Sidney P. Marland, former Commissioner of Education. No national consensus exists among leaders in career education as to a definition for this term. However, the most publicized definition of career education is that by Kenneth B. Hoyt, Director of the U.S. Office of Career Education. He views career education as "...an effort aimed at refocusing American education and the actions of the broader community in ways that help the individual acquire and utilize knowledge, skills, and attitudes necessary to make work a meaningful, productive, and satisfying part of his or her way of living."[1]

This definition implies a closer working partnership between education and the community. Career education is not something the schools can be expected to do by themselves. The objectives of career education are to help all individuals want to work, to acquire needed knowledge and work skills, and to find employment.

Rationale for Career Education

The rationale for career education most often given is that there has been a steady deterioration of the work ethic in the United States. It is claimed that results of this deterioration can be seen in the current high unemployment rate and in the steadily growing gap between youth and adult

unemployment rates.

Within education itself, the rationale for career education is given as:

1. the continuing high school and college dropout rates;
2. the general condition that finds 80 percent of secondary school students readying themselves for college attendance when less than 20 percent of the jobs available require a college degree; and
3. the continuing presence of literally millions of students with no clear cut vocational or career goals.[2]

Theoretically, career education functions by equipping students with what they need to make informed career decisions by relating much of the "world of learning" to the "world of work." Teachers of physical education and sport may well ask "how does career education apply to my teaching?"

Goals of Career Education

The Arizona Department of Education has defined the broad goals of career education as learning to live, learning to learn, and learning to make a living. These career education goals seem to coincide with three one-word descriptors --play, learning, and work. These words are often used as broad categories for educational functions provided by schools.[3]

Considered synonymous with play in this case is physical education, sport, and recreation. Play is that part of the curriculum which can deal with such things as wise use of leisure time, self-awareness and self-concept, and an understanding of and appreciation for physical fitness and health. All of these curriculum concerns are stated physical education and sport objectives, and it is generally agreed that each has a direct bearing on a worker's ability to make a worthwhile contribution to society.

Not until recently have the attitudes of people changed so that a better balance of play, learning, and work can be obtained in our schools' curricula. Career education recognizes and promotes the concept that a combined and healthy interaction of play, learning, and work is the essence of balanced societies and individuals. Therefore, the role of health, physical education and recreation professionals in career education cannot be taken lightly.

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3. Ibid.

A PHILOSOPHY FOR CAREER EDUCATION IN PHYSICAL EDUCATION AND SPORT

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While writings in latter portions of this publication make it clear that physical education can further the goals of career education, the relative values of such contributions to the well-being of humanity are probably less well understood. Should much time and energy of physical educators be devoted to the objectives of career education? Is physical education a particularly appropriate and welcome contributor to career education? Would "education for work" be significantly less complete or effective were physical education to be uninvolved with it?

The question of whether work itself is a worthwhile human endeavor will not be dealt with here in any depth. It can be assumed, however, that so long as human life itself is imperfect, important work will exist for humankind. People would have to be tremendously blind to the less than ideal conditions of present-day life or frightfully unsure of their of their own abilities to improve matters for work to be seen as unnecessary or futile. Among the faint-hearted and ineffectual, work appears to be futile and too weak a response to too imposing a task. But surely, neither condition fully applies here. There is work to be done. Injustices to be righted. Sickness and disease to be cured and all manner of physical and psychological pain to be alleviated.

Then if it can be assumed that work is both good and useful, attention can be turned to the sorts of contributions which can be made by physical education to "education for work." Two such contributions will be singled out here for analysis. The first will be discussed under the heading, "Play Should be Put to Work." The second is indicated by the statement, "Play Should be Left to Play." The term "play" is used here in a broad sense to include the sport, exercise, dance and recreative activities normally associated with physical education. Play can be experienced in any activity so long as that involvement can be enjoyed as well as accomplished without having to focus upon its utility.

Play Should be Put to Work

Physical educators who both recognize and respond to the usefulness of play become, in effect, "workers at play." They ensure that play happens to people and therefore that all of the benefits of this activity are distributed to their charges. These workers at play calculate, study, and become expert in all of the "ins and outs" of this human behavior. Play is a good thing to be put to work.

But is play as valuable as has been assumed here? Does it have the utility which has been claimed for it? Is it correspondingly worthy of high levels of work energy? Anyone familiar with much of the literature in physical education knows that statements about the value of physical activity and play are diverse, numerous, and often inconsistent. But it is precisely these descriptions of value which lay a foundation for subsequent work.

Workers need to understand the consequences of their efforts. If not, they may experience their efforts as tedious and directionless. Meaning and excitement can come to work when people understand what work does. And if work effects positive changes, it can be an utter joy. If play is put to work, is there cause for exaltation and joy? Some say, "yes," but it is important to remember that the values mentioned are possibilities to be realized, not foregone conclusions.

Williams felt that play could be used to develop attitudes, social habits and appreciations of youth and adults.[1] Novak thought that sport spectating has something to do with the way in which people interpret themselves.[2] Lenk, a contemporary German sport philosopher, felt that one good effect of high-level amateur sport is its tendency to reinforce "high achievement" as a goal, indeed an attitude of life.[3] Metheny interpreted the utility of physical activity and play in a distinctly individualistic way. Rather than providing solutions for broad social problems, games and play help people, one by one, on their own unique terms.[4]

Does play have a utility to it? The "experts" think so, but cannot seem to agree on what it is. This might be a strength for physical education in its relationship to career education. The activities of physical education may be so rich, so captivating, even somewhat mysterious in their impact upon people, that their beneficial uses cannot be described simply.

Play Should be Left to Play

Play offers a second benefit to workers. Play can give workers a respite, an oasis, a place for stepping back from their tasks. The very subject matter of physical education should also be enjoyed for its own sake.

For all workers, whether they work at play, a play-related profession or some other job, the capacity to stop working is as important as the ability to begin and persevere. Particularly in this culture, one which holds work in high esteem, an important goal of career education might be that of developing workers' abilities to suspend their career minds, career eyes, career postures and tensions, and career actions so that true play can be experienced.

The ability to suspend a career orientation to life and truly play can be difficult. This capacity involves far more than controlling hours on a job or physically leaving the work location. For example, many people have been known to carry their work attitudes home with them and fill what could be leisure time with more paid work, volunteer labor, many varieties of self-improvement projects, frenzied trips and countless other forms of "productive" activity.[5] All of these would fall within the spirit of work, the earnestly-held desire to accomplish the useful, to leave affairs in a better state than they were prior to work.

In addition to the achievement of important work goals, workers need to get "captured," "hooked," or "drawn in" by something of interest. Possibly the prudent, calculating, rational plan-making of workers needs to be complemented by some not-so-rational curiosity mongering, celebration, and dance. Not every activity in life has to be motivated by a clearly seen utility!

In order to appreciate the importance of leaving play "to play," consider a lifetime without relief from the serious goals of work. Imagine how predictable humanity might become if persons responded only to work reasons for doing things. Think of the points of view which would not be entertained and all of the parts of reality which would not be noticed, were individuals married to the "useful" and nothing more. Reflect on a world without the arts, festivals, poetry, dance, and all other forms of free expression and merry-making. Think of how uninteresting other people might be were they wholly unable to do the unpredictable, conjure up a bit of foolishness, playfully explore. It seems from even this very short look that all workers would be well-advised

to take frequent and occasionally lengthy excursions into the realm of play, fully as players, not laborers searching for a utility to play.

Conclusions

The goals of career education can be furthered by physical education in at least two important ways. Neither one should be neglected. The potential of play, games, exercise, sport, recreation and the like to improve the human condition is so great that physical educators would be remiss not to put these resources to work. But these resources can also be a delight in themselves and, from time to time, must be rescued from work. Physical education can provide significant careers for its students. It can also promote a playful way of living for those who have careers within physical education and without.

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SECTION II -- COMMITMENTS FOR PROFESSIONALS

Successful implementation of ideas requires commitment. The writers of this section focus on what commitments to career education can be made by members in the physical education profession.

Johnson, in "Career Education and the Elementary School Physical Educator," illustrates how elementary physical educators can develop students' career awareness. Through infusion strategies Johnson believes the challenge of incorporating career education into an already crowded curriculum can be met.

As career patterns in physical education are being expanded and adapted to meet the needs of a changing society, the role of the secondary school physical educator has changed. This topic is explored by Lawson in "Career Education and the Secondary School Physical Educator."

According to the Clayton's "No Alternative Careers in Physical Education!" viewing physical education in a different way allows one to see a variety of career options. This is an important consideration in physical education preparation programs.

In "The Physical Education Major," Priest discusses how student majors can be committed to career education infusion and how needed changes in professional preparation can be approached.

McLaughlin cites examples of how administrators can support the infusion process in "A City-Wide Career Education Program--Administrative Strategies."

Stein, in "Career Education and Individuals with a Handicap," discusses how career education can meet the needs of a specific population.

In "Career Education and Sex-Fairness," Johnson emphasizes the need for and offers ideas for incorporating sex-fair teaching to provide benefits for all students.

CAREER EDUCATION AND THE ELEMENTARY SCHOOL PHYSICAL EDUCATOR

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When considering career education as it relates to the elementary school child, it may appear that it is irrelevant and just another attempt to demand that children grow up too soon. Perhaps the viewpoint might be that career education belongs in the secondary school to allow younger children to enjoy their childhood without preparing for employment. In reality, children begin learning about career education from the time they are born. Although the words "career education" are not used, roles are in evidence in the home, and later in the community. By the time the child enters kindergarten, the community helper occupations are well-known.

Career education in the elementary school focuses on an awareness of the world of work, basic skills needed to function both affectively and cognitively, and direct motivating experiences. The emphasis is on a broad base of information with selection and preparation occurring in the secondary school. The general education offered by the elementary school provides for developing competency in the academic skills, appropriate work habits, values which encourage a desire to work, and a work value life style.

Infusion Ideas

Innumerable possibilities exist for the infusion of career education into physical education at the elementary level. If career education is to survive, this infusion process is essential, due to an already demanding curriculum. Elementary physical education teachers can cooperatively set realistic goals with students who desire to emulate professional sports players, communicate the need for a basic level of physical fitness indicating that some occupations require a higher level, and familiarize students with related career opportunities.

When planning field trips for participation in a sport unavailable at school, such as bowling or ice skating, provide time for a tour of the facility and an introduction to the employees' various responsibilities. A unit on outdoor education could include an awareness of careers in related

fields such as naturalist, environmental interpreter, park ranger, and camp director. By incorporating an interdisciplinary approach to physical education, opportunities exist for an introduction to media careers: author, cartoonist, and sports photographer, and art courses: sport sculptor, dance performer, and choreographer. Assemblies may include a performer from a touring circus, a known sports figure, a local dance troupe, or a mime specialist. Provisions should be made for questions and answers related to the performer's occupation.

Specific Activities

Several specific activities can be added to the regular physical education class to increase career awareness. Peer teaching is one method. Not only does this strategy reinforce the teaching career, it can also offer enlightenment into the related options of coach, therapist, trainer, and performer. Games can be played substituting career names or inventing games based on careers. Creating jump rope chants which mention occupations could be another learning activity. A movement education approach readily lends itself to the identification of occupations. Physical fitness activities relate well to an awareness of health related occupations. A mock Olympic Games, complete with student personnel needed to plan and direct such a project, opens up new vistas. This activity can include learning about athletic clothing and equipment supplies. Through the use of a bulletin board and regular class discussion, an awareness and understanding of the effect of exercise on the body is developed relating directly to the occupations of motor specialist, exercise physiologist, and kinesiologist.

The possibilities of career education in the elementary school are unlimited. The physical education teacher can readily infuse this information into the physical education curriculum providing motivational strategies for learning, career awareness, and a basic level of fitness and movement efficiency for satisfying living.

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CAREER EDUCATION AND THE SECONDARY SCHOOL PHYSICAL EDUCATOR

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Physical education has come to mean a school subject for which colleges and universities prepare teachers and thus the undergraduate major has found courses tailored to meet the demands of teaching in the elementary and secondary schools. These programs often consist of performance skills and professional concerns which together were identified as the subject matter of physical education.

A Traditional Pattern

In the past, recruitment into physical education was simple and direct as it was defined as teaching and possibly, coaching. In turn, teaching and coaching meant an on-going involvement with sports and games. This involvement apparently required performance competencies and organizational abilities. Both were observable and physical educators served as visible and influential role models for students. Since physical education meant teaching and coaching, career education in physical education took care of itself through an established pattern of teacher recruitment, training, and on the job socialization.

New Developments

Beginning in the early 1960's and continuing up to the present, this historic pattern in physical education has been challenged, if not altogether altered. Two developments are of importance here. The first is a change in the market for teachers of physical education. Suddenly physical education meant more than teaching in the schools. Under scrutiny were a number of different work roles which were centered around exercise and sport. Consideration and planning for these work roles outside the schools necessitated a re-examination of the structure of professional preparation in physical education and the subject matter of the field.

A related development was triggered by James Bryant

Conant's The Education of American Teachers (1963). Conant offered stiff challenges to graduate programs in physical education. At issue was the subject matter of the field. Conant suggested that there was little academic subject matter which was unique to physical education.[1] In response to Conant, a number of prominent scholars in physical education authored papers on the academic discipline for physical education. Perhaps the most famous of which was Henry's.[2] Suggested in these papers was a subject matter for physical education which could be studied apart from its application to teaching. It was suggested further that this subject matter should be mastered by all majors in physical education. Thus, to major in physical education was no longer just a teaching major, but included the theoretical and scholarly subject matter which could be assembled around participation in exercise and sport.[3] The label, physical education, was dropped in favor of kinesiology, sport science, and others, and alternative career options were built upon this subject matter base.

The changes in physical education which were spurred by these developments are occurring rapidly, and it is fair to state that they will continue over the next decade. Such a major shift in the directions and the subject matter composition for the field makes necessary corresponding changes in the rest of the profession's operations. Career education is one of these operations. Required under these changing circumstances are new ideas about and new approaches to career education.

The Importance of Physical Education

One of the primary functions of the American public school in the past which will continue in the future is vocational counseling and preparation. Physical education cannot constitute an exception to this rule. While granting the existence and importance of extra-school opportunities and experiences in exercise and sport, it is still the physical education program which provides the common denominator of experience, exposure, and learning for all students. What this means for career education is perhaps obvious. Although recruitment into the profession may take place outside the school, teachers of physical education must assume responsibility for the recruitment of new members into the profession.

Teachers as Partners

Teachers are important partners in the professional preparation of professionals in physical education. The teacher faces the twin challenges of opening new career vistas for students and beginning their professional preparation. New career vistas may be opened via personal counseling, teaching, and guest lectures, but these tend to follow inquiries or requests from students. A most effective method for stimulating the interest of students is the appropriate use of a bulletin board. Under the general heading of "Career Opportunities in Exercise and Sport," pictures of persons in alternative careers, college and university brochures, and entrance-degree requirements can all be assembled. Teachers should also maintain a list of local professionals who work in and around exercise and sport and to whom students may be referred. Clearly, teachers must remain abreast of all related developments and programs in the field if they are to be effective in counseling students and in opening new career vistas for them.

The Challenge of Preparation

The challenge of beginning the professional preparation of the student is both new and important. In other school subjects, knowledge and skills, once taught only in the colleges and universities, are now taught at lower levels. A comparable filtering down of knowledge and skills has long been overdue in physical education. The would-be professional in physical education must now, more than ever before, master the theoretical aspects of physical education as well as be a good performer.

In conclusion, physical education is a field which is undergoing rapid change. Rapid change requires novel, intensive, and pre-planned career education and recruitment. Since the quality of a profession always hinges upon the quality of its members, the recruitment and initial professional preparation of would-be physical educators is a responsibility which is crucial for the future of the profession. The time, resources, and approaches to complete this service to the profession and to society must be found and utilized.

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NO ALTERNATIVE CAREERS IN PHYSICAL EDUCATION!

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A recent AAHPERD publication implies that non-teaching jobs in physical education are viable alternative careers. We maintain that there are no alternative careers--only numerous jobs which meet a myriad of societal needs related to physical education and sport. Consider the expertise needed in sport sales, sport media, therapy, sport promotion, health and fitness, and agency-related positions. Could they not be more effectively done if performed by persons educated in our discipline?

A Predominant Goal Now

The teaching of physical education and the coaching of sports tends to be the predominant goal of most college physical education majors because career options have been narrowly confined to these two areas. Counselors, teachers, and beginning college physical education majors know only of these few options, and thus it becomes of utmost importance that college and university physical education departments reflect the broad view of the discipline and ensure that students are aware of the full scope of available career opportunities. There are no alternative careers in the discipline of physical education and sport!

A View Shift

Viewing physical education as a discipline may require altering the traditional view of the physical education-major curriculum. Teacher preparation is not synonymous with physical education preparation. Other curricula such as biology, sociology, psychology and mathematics stress broad-based preparation. Physical education should do no less.

How can persons prepare to be effective physical educators? A knowledgeable faculty, definite study of careers, and field experiences are the three most important elements. At the very minimum, faculty members must be aware of the

opportunities available in physical education-related careers, and must consistently call these to the attention of each student. Student awareness will come about as faculty members discuss the job placement of graduates, the current positions available, and the changing societal needs.

Some Change Strategies

An obvious strategy for increased student awareness is the planned study of careers in a required introductory course. Usually tracks cannot be offered in all of the possible careers, but by drawing on the faculty and facility resources, departments could do a good job in fewer options rather than offering a "minor" in many.

While awareness can be gained through conversations, reading, and class sessions, field experiences hold the greatest potential for infusing the three career education phases of awareness, exploration, and preparation into the curriculum. These experiences could include supervised internships in positions the students plan to pursue. Summer jobs and volunteer work are also very beneficial to the students. Short courses of the independent-study type can be scheduled in the December-January interims now common in semester systems. Numerous opportunities exist, limited only by the vision of the faculty.

It is important to realize that a majority of students change majors at some stage in their undergraduate years. While it may be desirable to choose careers during grades 9-12, it has become increasingly acceptable to change careers at any point in life. Provisions for career awareness need to be made for students transferring from other majors, and for students returning to school after working in another area.

In summary, why should career education be stressed in physical education and sport? The over-supply of physical education teachers and sport coaches is the obvious reason, but a more important consideration is that our discipline requires broadening the career options to include the numerous jobs requiring expertise gained through the study of physical education and sport. To do less is irresponsible and fails to meet the demands for physical educators in society. Our society needs more, not fewer, physical educators.

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THE PHYSICAL EDUCATION MAJOR

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As students interested in, or already involved in a professional preparation program in physical education, it may be beneficial to expand our career outlook from the traditionally held views that have limited the field of physical education. Too often we have restricted career choices to teaching and coaching. Today, the job market is not too promising for those interested in a career as a teacher or coach, but numerous job possibilities await those who can broaden their view of physical education and sport.

New Needs of Society

Society is rapidly accepting the benefits of physical activity. Increased numbers of people are playing tennis, racquetball, and golf. More people are jogging and running than ever before. People are realizing that physical activity is an integral part of one's holistic development. In the past, physical education programs have been focused on the younger population. Today, there are people of all ages looking for help and the motivation to continue as active individuals pursuing lifetime leisure activities. With increased emphasis on leisure time, people will look to those trained in the physical education profession to provide needed services and guidance, and more professionals trained in the areas of human movement will be needed. Students must realize this need and look to the multitude of areas where physical education and sport careers are available. Students cannot look to sport and physical education careers only for selfish reasons, a job after graduation, but as an opportunity to fill important societal needs.

There is a need to maintain the flexibility required to grow and adapt as we look to the future. Change is needed, and along with this students must motivate and work with faculty members in colleges and universities to design curriculums that provide professional preparation that is relevant to the working world. The initial impetus can come from the interested student.

Changing the scope of preparation programs will not be easy, but it is necessary to broaden these programs and prepare professionals to meet the wider range of needs within society. Most of the professionals in the field of physical education today went through a college or university program in which the emphasis was teacher preparation and for these people change may not be as easy. Change will require looking outward to other disciplines and to the community where collaborative efforts can enhance the educational process to meet individual needs.

New Responsibilities

If you are pursuing a teaching career, it will be your responsibility to infuse career education into your teaching and broaden the awareness of students to the wide range of opportunities in the world of work. If students show an interest in physical education careers, challenge them to explore various career avenues in the field. Above all, make teaching relevant, so the movement skills and knowledge learned by students can be incorporated into a lifetime of work and leisure activities.

The challenge is set. No other profession has the opportunity to be incorporated into one's lifestyle and benefit the total person more than physical education. By expanding the horizons of physical education, we will have increased the potential use of both our skills and knowledge. As we work with individuals of all ages and abilities, we are helping to provide a means for others to expand their horizons towards a more full and active life.

A CITY-WIDE CAREER EDUCATION PROGRAM-- ADMINISTRATIVE STRATEGIES

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Assume you are an administrator of the physical education program and are convinced that career education should be infused into the physical education curriculum. You believe that a practical and exciting facet of a program of career education infusion is the creation of a Recreation/ Lifetime Sports Specialty Program for a "school within a school" at the senior high school level. What implementation thrusts must be accomplished to achieve the realization of your convictions?

A Marketable Product

You must be a salesperson. Your very marketable product is a quality education program which strives to prepare youth to become contributing members of society. Your clients will be the Board of Education, the superintendent, principals, department chairpersons, teachers, parents, students and the community. After gaining approval of the superintendent and adequate funding from the Board, the belief that career education is a high priority performance objective in the school system must be expressed by the superintendent. Following the superintendent's charge, a series of meetings with other educators should be held. The use of community and school leaders, a slide presentation, career education brochures, and materials describing the action phases of the program plan will enhance the presentations.

In the selling of the program, the audiences must be convinced that:

- practical areas of human knowledge can be integrated with more traditional academic ones
- shifting the curriculum emphasis is a vitalization process to meet the individual needs of students
- central office physical education staff members have developed a detailed, time-phased specific action schedule to accomplish desirable results
- many career education objectives can be achieved within the realms of the physical education program

- physical education teachers can provide opportunities for the development of leisure time talents, self-realization, career related aptitudes and a healthy perception of each student's role in society.

Curriculum Models

As the director of the project you must be able and willing to think beyond traditional methods of implementing shifts in curriculum emphasis. A well planned developmental curriculum model is recommended. Bailey and Stadt (1973) developed a curriculum model which is viable as a school based approach to career education. Four stages and specific goals are identified in this model:

Awareness Stage (K-3)

- Awareness of self
- Awareness of different types of occupational roles
- Awareness of individual responsibility
- Development of the rudiments of decision-making skills
- Learning cooperative social behavior

Accommodation Stage (4-6)

- Development of concepts related to self and world of work
- Assuming increased responsibility for planning one's time
- Application of decision-making skills
- Development of work attitudes and values

Orientation Stage (7-8)

- Clarification of self-concept
- Assuming responsibility for career planning
- Development of individual inquiry and problem solving skills
- Appreciation of work values

Exploration and Preparation Stage (9-12)

- Crystallization and implementation of a self-concept
- Executing plans to qualify for career objectives
- Commitment to implementation of a career plan
- Acquiring the skills and discipline of work

The Milwaukee Model

The exploration and preparation stage has been implemented at South Division High School, in Milwaukee. The Recreation/Lifetime Sports Specialty program at South Division is a "school-within a school" with career education as its primary objective. The program began in 1976, and each of the 15 high schools in the city now has its own career specialty.

The Recreation/Lifetime Sports program has quadrupled in three years to its present size of nearly 250 students with three full-time physical education teachers. The curriculum developed by the teachers includes aquatics, bowling, sports officiating, golf, recreation, tennis, leadership development, merchandising and related career opportunities. The four-year diversified program begins with a comprehensive survey course at the ninth grade level which advances sequentially into contractual learning and on-the-job experiences as the student progresses through the program.

Specialty Program Mechanics

Students are in specialty program classes for two hours daily. Their academic classes are taken with the general student body and they remain in the mainstream while taking advantage of the specialty program. All South Division High School students in the general academic program participate in physical education classes daily. They are taught by a staff of 10 physical education teachers in the new school's field house, swimming pool and auxiliary gymnasiums. The specialty program must co-exist and complement the school's physical education program. This is accomplished by a compatible working relationship between the physical education department chairperson and the specialty program implementor.

A technical advisory committee is essential for the success of this type of program. The committee advising the specialty staff at South Division includes a public school recreation director, college recreation professor, sporting goods business executive, former Big Ten sports official, recreation center director, and sports announcer. Through this advisory committee, the program involves other individuals in the community who then become responsible in various degrees for the program's future.

Based on student response, the program's future is very positive. Although brochures, a slide presentation and personal visits by staff are employed to inform middle school

students of the program, the real recruitment process takes place when students in the program enthusiastically tell their peers of its advantages.

Infusion of career education goals in the physical education curriculum and development of specialty school program requires time, energy and diligence. When it is realized that career education does not simply involve preparation for a career but prepares the whole person for a full and enriching life, all administrative efforts to help organize and implement such a program are worthwhile.

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CAREER EDUCATION AND INDIVIDUALS WITH A HANDICAP

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Legal mandates and professional ethics necessitate that students with handicapping conditions be provided free appropriate education in the least restrictive environments. This means these students are to be educated to the maximum degree possible with other classmates without handicapping conditions. Opportunities in the least restrictive environments must be provided in all curricular areas. In physical education this is especially important as physical education is the only curricular area specifically delineated in the definition of special education in The Education for All Handicapped Children Act (P.L. 94-142) and included in Section 504 of the Rehabilitation Act (P.L. 93-112). Infused with career education, physical education can help enrich even further educational experiences of the individual with a handicap.

Career Opportunities

Career knowledge is one area within career education that is important for all students, but individuals with a handicap especially need to be aware of the many career opportunities in physical education and related fields. In addition to teaching and coaching careers, these students must be made aware of opportunities in areas such as

- Activity and therapy fields including physical therapy, occupational therapy, corrective therapy, therapeutic recreation, adapted physical education, and motor development programs.
- Athletic training, sports medicine, and rehabilitation.
- Sports communications including reporting and announcing through mass media and professional groups.
- Information services through materials centers, information systems, and resource networks.
- Commercial enterprises such as health spas, physical fitness centers, and personal development centers.

- Recreation agencies sponsored by public, private, volunteer, and semi-private organizations including industrial and/or commercial corporations, private clubs, and the armed forces.
- Clinics, hospitals, general and special rehabilitation centers, and cardiac restoration programs.
- Organizations such as the YMCA, YWCA, Boy and Girl Scouts, Campfire Girls, Boys Clubs, Catholic Youth Organizations, Red Cross, Jewish Welfare Board.
- Specialized activities including skiing, skin and scuba diving, karate, judo, and swimming.

All of these careers are possible for individuals with handicapping conditions. Individuals with handicapping conditions must be encouraged to explore careers in terms of their personal interests and abilities. No longer can they be automatically, arbitrarily, and indiscriminately denied opportunities in any area or field because of erroneous conclusions based on categorical generalizations. Hardened categories must be eliminated. So much of what has gone on in the past has reflected lack of expectation, stereotyping, and labeling by the general public. Many professionals, even those in education, rehabilitation, and health serving disciplines, have records that are little better than the general public's in this regard. Infusing career education into physical education and sport can provide one avenue to eliminating this discrimination.

Other concepts from career education and physical education can contribute to learning experiences for those with a handicapping condition. For example, in the area of social and personal development, many more benefits occur when individuals with a handicap are met as individuals and are accepted or rejected on the basis of their own merits and demerits. When integrated into the regular physical education program, students with handicapping conditions have positive models from which to imitate and pattern their behavior. These students can also become models for students without handicaps to emulate. Both groups will benefit from the social interaction and increased self-awareness.

Strategy Suggestions

Infusing physical education and career education opportunities for students with handicapping conditions in regular settings is needed and necessary for both populations. While specifics of implementation in various curricular areas differ, basic strategies and approaches are very similar and

need only be adapted according to each situation. Representative of the many ways in which individuals with a handicap can be successfully accommodated in regular class activities include

- Peer tutoring and buddy systems which pair children with handicapping conditions with able-bodied partners for specific activities
- Pre-teaching certain activities to students with special needs
- Individualizing assignments and allowing options or alternatives to certain skill or activity courses or units
- Permitting additional time to complete certain assignments
- Providing interpreters for deaf students and readers, audio materials, and/or large print publications for blind and partially sighted students
- Utilizing adaptive devices and removing architectural barriers to make facilities accessible
- Involving students with handicapping conditions in leadership positions and at decision and policy-making levels for programs and activities that so intimately affect their lives.

Reflections on these different considerations indicate that each is a factor in good teaching and designed to meet the needs of each individual learner. Emphasis is upon learners and learning, not teachers and teaching. Focus is on ability, not disability; potential, not deficiency. So many deficiencies of individuals with handicapping conditions have not been theirs, but rather ours, through our inability or unwillingness to reach and teach them as individuals. Breadth of physical education activities and career education programs is so great that regardless of an individual's abilities, disabilities, age, or interests, activities and potential careers can be found in which each student can be successful. The negative spiral caused by our inadequacies must stop; in no area is this more crucial than in physical education and career education. Earl S. Meirs' prolific words must become reality--"Today as a crippled child possesses normal intelligence, is educated properly, and receives the faith he deserves, it is no longer acceptable for anyone in placing a prop under his body to place a ceiling over his potential achievement."

CAREER EDUCATION AND SEX-FAIRNESS

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Some aspects of career education have been an integral part of the physical education curriculum. Most teachers have attempted to stress that life-long participation in physical activities contributes significantly to a quality lifestyle. In addition, concepts of cooperation, competition, and self-testing have been related to the world of work and interested students have often been encouraged to pursue traditional careers in physical education.

The expanded focus of career education on the development of healthy attitudes toward the world of work provides additional challenges to the physical educator. One challenge that should permeate every career education experience and every physical education experience is that of the uniqueness, individual rights, and responsibilities of each person, regardless of sex, race, color, creed, national origin, handicap, or age. Discrimination of any type must be actively removed from the educational environment.

The focus of this article is on the utilization of career education concepts in physical education to end discrimination on the basis of sex. Sex-fair physical education experiences can provide boys and girls with comparable skills needed in the world of work, thereby enhancing equal opportunities. What are some things a physical education instructor can do?

Enhanced Self-Awareness

The physical educator must increase self-awareness of his/her own possible personal biases prior to presentation of career education concepts. This will allow concepts to be presented free of sex bias.

Many questions might be asked as a teacher self-evaluates personal biases. For example:

- How do I feel about girls and women competing in sports?
- How do I feel about boys participating in modern

dance?

- How do I feel about girls playing football?
- Do I encourage a girl to win a game against a boy?
- Should coeducational competition be a part of the physical education curriculum?

The list of questions could be endless, but the physical educator must recognize that reacting positively or negatively to physical education experiences for one sex but not the other reflects bias. Understanding that physical differences do exist among people and that they are as great within each sex as between sexes is also essential.

Identifying Student Biases

Second, the physical educator should identify students' biases and examine how the acculturation process will affect students' reactions to sex-fair teaching. Such questions as the following can be examined:

- How old are the students? What cultural processes have they experienced?
- What significant role models are important to individual students?
- What socio-economic, political, and cultural factors are in operation that might influence students' attitudes toward sexual equity?
- What types of generalizations did I make in the previous question? Are these accurate observations or are they based on other stereotypes?
- What changes have occurred that reflect a less biased culture than when I was in school?

Once students' biases are identified, revised or unique teaching approaches may be necessary. These changes might include revision of the types of activities offered in the physical education curriculum, the way the activity is taught, words the teacher uses, feedback cues, examples used for role modeling, and types of display materials to mention a few.

Sex-Fair Strategies

The following examples reflect considerations for sex-fair teaching with career education infused into physical education and sport:

- When using bulletin board displays to illustrate job

opportunities in physical education and sport, include pictures of various groups--women, men, young, old, handicapped, racial, and ethnic populations.

- Teach concepts of strength, endurance, power, and flexibility in an unbiased way. Be prepared to dispel myths that surround fitness development for women. Avoid over-emphasis on the types of strength activities in which boys are generally more successful.
- Watch biases presented in non-verbal and verbal communication. Many phrases often used for motivation or humor are inappropriate in a sex-fair environment. For example, "All the girls line up here. All the men over here."
- When citing examples of outstanding performance, include examples of both sexes.
- Try to use audio-visuals that show performance by both sexes. If the audio-visuals are biased, present supplementary information to give balance.
- Use boys and girls as leaders and demonstrators, so all students gain experience in these roles.
- Monitor printed materials to insure that they are free of sexual bias.

A Commitment

The quality physical educator is committed to "selling" students, regardless of their sex, on the values of a lifetime of physical activity. The quality physical educator is committed to stressing the importance of being a productive member of society, regardless of sex. The quality physical educator is committed to equality of opportunity for all persons, regardless of sex. These commitments are consistent with the goals and objectives of career education. By combining both career education and physical education in a sex-fair educational environment, these commitments can be achieved.

SECTION III -- IDEAS FOR CAREER EDUCATION INFUSION

This section presents programs and specific ideas which have been successfully tried and proven regarding career education infusion into physical education and sport.

Instructional ideas for career education infusion into physical education and sport at the K-12 levels are provided by Johnson's "Career Education Infusion," Finn's "Career Knowledge Activities," and Jones' "Physical Education and Sport Careers."

"A 'Do It Yourself' Career Center," by Landrum, "Life/Career Planning - A Cooperative Education Program," by Schachter and Cameron, and "Career Education and Total Student Development," by Watkins present educational programs for student career and life planning.

CAREER EDUCATION IN PE SION

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Career education is a new concept for some while others recognize it as the conglomerate of several educational theories and ideas that have been around for some time. How does one incorporate the theories and objectives of career education into physical education?

Phase One-Career Awareness

Functionally, career education is divided into three distinct phases. In the first phase, "career awareness," children in elementary grades are introduced to the concept of work, the need for work, and the wide variety of ways people work to earn a living. Opportunities in physical education for teaching career awareness are apparent in such common situations as when students have been assigned "jobs" to assist in setting up and putting away materials and equipment for class. For career education emphasis, the teacher stresses the importance of these "jobs" to the smooth operation of the class and further relates how in the world of work all people are dependent in many ways on jobs performed by others. A more direct career awareness activity would be a field trip to a YWCA or a YMCA, a recreation center, or other places where people are at work in recreation or health related jobs. A field trip experience can be greatly enriched by conducting a role playing or simulation activity on careers the students saw, or related careers students are interested in. In teaching the concepts of physical fitness, health, and leisure, each concept can be reinforced and made more meaningful by integrating it with the world of work. For example, students could discuss the importance of physical fitness and health to workers in general, and whether or not the degree of "fitness" one needs is dictated by the nature of the work, for example, police officer, firefighter, plumber, teacher. Likewise, students could discuss whether leisure time activities are related to or influenced by the type of work one does. An interesting topic for study is whether leisure time has increased or decreased during the lifetime of one's parents and grandparents. Expansion of this activity might include researching the types of leisure activities that were popular when the student's parents and grandparents were

children. A culminating activity on leisure could be to ask the students what anticipated changes they foresee with respect to leisure time and recreation activities by the time they become working adults.

Phase Two-Career Exploration

The second phase of career education is "career exploration" and often occurs in the middle grades. In this phase students begin to identify and narrow down their fields of interest. Students read, take field trips, and role play many job situations. "Hands-on" or actual on-the-job experience is given whenever possible through cooperation with local businesses and agencies. An example of a hands-on activity would be for students interested in a physical education, sport, or recreation services career to "shadow," for a few hours, an individual working in one of these areas.

Most instructional units taught in physical education lend themselves to the integration of career education objectives. For example, activities integrated into a dance unit could be designed to show how dance is related to the job world in terms of leisure time activity and dance careers. Ask students how many different types of dance associated jobs they can think of. Once these are listed on the board, each would be discussed and/or researched by student groups. This activity could be followed by a discussion of the personal qualifications--creativity, dependability, sensitivity, ambition, etc., necessary for success in a dance career. Additional activities might include inviting a resource person involved in a dance career to speak to the class about working conditions, training required, and opportunities available in the dance field; or, if the resources are available, a field trip to an opera, dance concert or ballet would be most interesting.

An interesting career education unit for a middle or junior high school physical education class would be to organize and conduct an activity such as a "pro" basketball game. In such a unit, several careers such as athlete, coach, trainer, business manager, program writer and printer, radio and television announcer, technician (if videotape equipment is available), and sportswriter could be explored and experienced by the students. An ideal method for conducting such a unit is to involve teachers from other subject areas. For example, the English teacher could supervise the writing of press releases and programs; the art teacher, the designing of program covers and advertising

posters; and the business teacher could supervise the careers involving financial transactions. By involving teachers from other subject areas, a correlated and more meaningful learning experience is created for the students.

Phase Three-Career Preparation

The third phase of career education is "career preparation." During this phase high school students begin to acquire actual job skills in fields of their choice. A career preparation activity for high school juniors and seniors interested in teaching physical education as a career, would be to utilize them as student aides in elementary, and/or middle/junior high physical education classes. Adapted physical education programs offer a special challenge and opportunity for high school students to obtain job experiences in a wide range of careers from physical therapy to special education.

Additional career education activities one might integrate into teaching are the following: orienting students to the many careers in physical education, sports, and related areas; researching diets of various workers to determine if diet is, or should be influenced by the specific job engaged in; identifying recreation skills that may have carry-over value to specific jobs; conducting discussions dealing with the importance of health and grooming habits in obtaining and holding a job.

The key to teaching career education is integration or infusion. One may devote a few minutes during the introduction of a new unit in what might be considered a career education activity. On the other hand, it is possible to gear an entire instructional unit to emphasize career education objectives. The only limitation on incorporating career education concepts is one's own imagination and creativity. It has been pleasantly noted that many career education activities, by bringing in reference to the "real world," often have the exhilarating effect of injecting new life and enthusiasm into students as they learn and thereby greatly facilitate the attainment of the physical education curriculum objectives.

CAREER KNOWLEDGE ACTIVITIES

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Career education is fast becoming an educational trend. Educators increasingly believe that career education is best taught as a part of the curriculum by subject area teachers, rather than as a separate subject area.

Suggested Activities

The following is a series of approaches that physical educators can use to integrate career knowledge, one aspect of career education, into their courses. Each of these activities suggested for students can be modified to meet the needs of the particular learning situation.

#1 Interview local people employed in physical education and fitness occupations or related careers. For example: physical education teachers, physical therapists, physical rehabilitation specialists, dietitions, camp counselors and directors, playground directors, military drill sergeants, team trainers, athletic scouts, coaches, athletes, officials, sports journalists, publicity personnel for athletic teams, athletic equipment designers, sporting goods salespeople, and resort managers.

- What specific physical skills and knowledge do you need to be successful at this job?
- Where and how did you learn these skills (this information)?
- Do you have to continue to keep in shape to remain successful at your job?
- What do you spend the most time doing in your occupation? Are there aspects of your work which are concealed from public view which occupy much of your time such as paperwork, exercises, public relations, or telephone calls?
- What hours do you work? Is there overtime pay?
- What is your salary range? Do you have to supplement your salary with a second part-time job?
- What kind of job security do you have?
- How easy is it to be promoted in your field and what are the types of jobs to which one can be promoted?

- What are the fringe benefits of your job?
- Is there a high turnover among the employees in your position?
- Are there currently and are there likely to be in the future a reasonable number of job openings in this field? In what parts of the country and types of communities are they likely to be available?
- What occupations are there which are similar to yours?
- What aspects of your job do you enjoy and dislike the most?

#2 Invite individuals to class who hold jobs related to physical education and sport and ask questions about their work. Students can also include questions about specific athletic and exercise topics which particularly interest them, even if some of these issues are not specifically related to career education.

#3 Visit places of employment related to physical education and sport and observe what people in their jobs are doing. Ideally, students should try to get permission to accompany or shadow someone for one full day in a work setting. Prior to a site visit, students can develop an observation list. This can include tasks performed and emotions expressed. For example:

- What type of attitude does the person have performing the work?
- What are the working conditions like?
- What is the sex, ethnic, and age ratio of people in this occupation?
- With what kinds of people does this person come into contact as a regular part of the job?
- What are the tasks like in this job?

#4 Perform volunteer work in the community. Students may be able to do volunteer work with physical rehabilitation specialists in hospitals and recuperative centers, sporting goods stores, and with athletic teams to mention a few. While tasks they perform may not relate to the actual occupations being studied, an excellent opportunity to talk with and observe different people in the field is provided.

#5 Write to relevant associations requesting information about the occupations they serve and read association newsletters. To obtain the name and address of relevant associations, have students contact a person in their field of interest. Libraries also have information on associations.

#6 Read autobiographies and biographies on persons in the world of physical education and sport.

#7 Compare and review what has been learned. Since students will have found different information and different conclusions, learning can be profitably shared.

Students can also engage in several additional activities designed to reinforce and build upon their experiences.

- Discuss, if appropriate, the amount of time required to learn job skills (to be a trainer, teacher, athlete, etc.), the feelings the people interviewed have about their education, and the relevance of the students' current efforts in their physical education course to success in the careers they studied.
- Act as a consumer in the occupations researched. For example, a spectator at a sporting event, a customer in a sporting goods store, a sport broadcast listener, and a participant at a recreation center. Students can then identify and evaluate the customer services the worker provides.
- Role play employment counselors or personnel officers in physical education and sport related organizations and companies "interviewing" job applicants.
- Identify what specific activities students pursue in other courses which may be useful for entering or performing well in one of the occupations they researched. Students can also identify knowledge and skills which other courses provide related to their job interest.

Physical educators, by integrating career knowledge into their courses at appropriate places and intervals, can do much to increase their students' awareness of those occupations which involve or are related to physical education. This helps students learn of the wide range of jobs worth considering. Teachers who provide students with opportunities to explore careers in physical education as part of their regular school work will also be helping to ensure that society will benefit from the talents of promising students who might otherwise enter some other career for which they are less suited.

A PHYSICAL EDUCATION AND SPORT CAREERS UNIT PLAN

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One of the general purposes of career education is to provide a broad-based background in order that students learn the relevancy and usefulness of work to society. A specific goal is to permit opportunities for personal experiences in order to promote wise decision-making and career choices.

To present a successful program, an instructor needs to be knowledgeable in many disciplines. When developing a career education program, it helps if the physical educator works not only with instructors in other subjects, but with community resources as well.

A Proposed Unit

The following is a suggested unit plan for introducing physical education and sport careers to high school students.

Unit Aim: To acquaint students with career opportunities in the field of physical education.

Behavioral Objectives:

1. Given information concerning physical education, the learner will be able to identify values of physical education.

2. Given information concerning physical education careers, the learner will be able to list job areas available to him/her.

3. Given information concerning a specific physical education career, the learner will be able to state obligations of the job and job qualifications.

4. Given information concerning a specific physical education career, the learner will be able to state the future trends for the job.

Unit Activities:

- First Session: A general assembly where members of the physical education department discuss the values of physical education to society today and tomorrow and career opportunities in physical education and related areas. Time should be provided for students' questions.
  Visual aids: public address system

- Second Session: In small groups, students brainstorm specific job opportunities in physical education. Discuss school related careers, recreation careers, careers with the handicapped, and business careers. Have each student select a specific career in order to investigate the job responsibilities, qualifications, and future outlook of that career.
  Visual aids: pamphlets and books from physical education resource center

- Third Session: Visiting speakers will discuss aspects of specific careers. Students will attend discussion of the career area selected in the previous session.

- Fourth and Fifth Sessions: Open laboratory periods when students visit two community facilities related to physical education career areas. Consultation with employer as well as a tour of facilities and observation of work takes place during these visits. A student must make a minimum of 10 visits during the entire year and arrangements are made through the career education office. During other open laboratory hours, the students are encouraged to read pamphlets, books, and view films to further their knowledge of careers in physical education.

- Sixth Session: Instructors in other subjects relate physical education and sport to their course work. Examples: English--literature of sports, sports section of newspaper; mathematics--how to run a stop watch, read sports statistics, and obtain percentages; science--how the three classes of levers work in the body, how spin affects ball flight; history--rises and falls of physical education emphasis as related to historical and cultural developments.

- Seventh Session: A visit to the gymnasium where creative displays and productions are presented by students who studied careers in depth. Displays can

depict job qualifications, training, responsibilities, and employment trends.

Career Examples

The following is a list of career areas that could be used for unit planning.

School Related:

- Physical education teacher (elementary, middle, junior high, senior high, college)
- Administration of physical education (director, supervisor)
- Athletics (coach, director, official, trainer)
- Intramurals (director, official, playground leader)
- Dance (teacher, performer, choreographer, musician)
- Maintenance (equipment manager, groundskeeper)
- Research and sports medicine

Recreation Related:

- Camping (director, counselor, aquatics director)
- Outdoor education (teacher, forester)
- Community centers (director, teacher, lifeguard)
- USO (director, recreation specialist)
- Scouts (director, headquarters liason)
- Church (education director, recreation leader)
- Resorts and cruises (director, leader, social director)
- Armed services (director, manager)
- Business and industry (fitness and recreation specialist)

Sports Related:

- Sport organizations (director, coach, manager, secretary)
- Professional sports (athlete, manager, public relations, writer, announcer, photographer, trainer, groundskeeper)

Special Physical Education and Recreation:

- Programs for the handicapped (teacher, therapist)
- Red Cross
- Social service (day care worker, settlement house leader)

- Hospitals (recreational therapist)
- Penal institutions

Business Related:

- Sports clothes and equipment (manufacturer, designer, salesperson)
- Recreation facilities (owner, attendant, pro teacher)
- Health spas (owner, manager, employee)
- Publishing industry (writer, salesperson)

Resources

The following is a partial list of books and pamphlets on careers in physical education and related areas.

Careers in Activity and Therapy Fields, 1976
Careers in Physical Education and Sports, 1977
Dance - A Career For You, 1977
Directory of Professional Preparation Programs in Recreation, Parks and Related Areas, 1973
Directory of the Association for Intercollegiate Athletics for Women, 1979
Directory of Undergraduate Physical Education Programs, 1979
Recreation and Leisure Time Careers, 1976
Your Future as a Teacher of Elementary School Physical Education, 1977
Weaving Career Education into Physical Education and Sport: A Handbook, 1979

All of the above resources are available from AAHPERD, 1201 16th Street, N.W., Washington, D.C. 20036.

The following magazines are also useful resources for students to consult.

Athletic Journal
Dance Magazine
Family Health
Gymnast
Health Education
Journal of Physical Education and Recreation
Recreation
Research Quarterly
Scholastic Coach
Sports Illustrated
Today's Education
Young Athlete

"DO IT YOURSELF" CAREER CENTER

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Essential parts of career education include helping students to understand themselves and the educational and occupational alternatives open to them. To achieve these objectives in an efficient and effective manner, Slippery Rock State College set up a "Do It Yourself" Career Center. This laboratory is essentially a step-by-step, largely self-help center, which has also been successfully emulated in various ways by a number of institutions, ranging from junior high schools through universities.

The laboratory contains six stations arranged in the following sequence:

- Self-knowledge
- Career knowledge
- Knowledge about majors and related job opportunities
- Leisure
- Decision-making
- How to hire an employer

Major Stations

Station one, Self-knowledge helps students assess their career-related abilities, interests and values. Using Holland's Preference System Survey, and the Allport Vernon Scale of Values, students can self-score and interpret their own results. The Strong Campbell Interest Inventory uses an answer sheet that can be computer scored and returned in a few days. To focus on particular occupations, the Chronicle Occupational View Deck is available. Other social information and topics related to self-adjustment are included. At this station, appointments with counselors can be made.

Career knowledge, station two, provides both occupational and educational information. This station has career information categorized by national, state, and local levels and sources of information. These also include a variety of college handbooks and guides, vocational-technical school handbooks, information about internships, assistantships, and other non-traditional education information sources.

A Chronicle College View Deck provides further information for a college search.

The rationale behind station three, Majors and Related Occupations, is to show what educational preparation is required for a job and available at the school. Printed brochures, program and course outlines, and other career materials are featured. Local community training programs can also be included.

Station four, the Leisure station, helps a student determine leisure interests and link these interests with compatible leisure activities. By completing a leisure time finder, students can determine where leisure time exists in their weekly schedules. A leisure interest inventory, such as the Mirenda Interest Finder developed by the Municipal Recreation and Adult Education Division, Milwaukee, Wisconsin, can be developed. A leisure activity file contains information on a variety of leisure activities and a bulletin board is used to post local events.

Station five, Decision-making, directs students through a three stage decision-making process. The first stage deals with a review of a previously made decision, the second with a streamlined step-by-step process for implementing current decisions, and the third provides reinforcement for ideas from the previous two stages.

Aptly titled, Hire Yourself an Employer, the last station, promotes a seven-phase approach to finding a job. Woven throughout the seven steps are slide-tape units and various forms for the user to complete. Step one is an overview of the job hunting process and the types of assistance the placement office can provide to the student. Step two utilizes sections of Richard Bolles' publication, The Quick Job Hunting Map: A Fast Way to Help (Ten Speed Press, Berkeley, California, 1975). Step three involves the use of job analysis worksheets to explore various occupations, while step four shows students how to prepare resumes. Cover letter composition is explained in step five. A creative and assertive approach to job hunting is presented in step six. Lastly, step seven gives students practice in job interviewing.

Another Organizational Plan

A second way to arrange this career center is to use general areas. For example, post-secondary education, careers, job information, self-awareness, and computerized

vocational information. Community volunteers could work in the center to organize materials and provide assistance as needed. Some special areas of interest for the center might be "Exploration of Individual Interests, Achievements, and Abilities," "General Career Exploration of Career Clusters," and "Specific Exploration of Major Interests."

In conclusion, a career laboratory with various career interest stations can not only support important career education concepts, but is an important addition to any school program.

LIFE/CAREER PLANNING - A COOPERATIVE EDUCATION PROGRAM

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One usable career education model is a cooperative education program which can be used at both the high school and post-secondary levels. A plan worked out at Northeastern University, that could be adapted for high school use, has students alternate quarters of full-time classroom attendance with quarters of full-time paid employment in government, industry, commerce, and education. This enables students to explore career clusters in depth by remaining with an employer for several quarters or to sample a variety of fields through different work assignments each period. A major benefit of cooperative education is the exposure of students to the world of work. Often this is a prime factor in helping students formulate career objectives.

Getting Started

At Northeastern, the first step for program creation was to conduct a national survey to assess what professionals in the field of career planning, cooperative education, and placement counseling felt were essential components of a career planning program. The results indicated the following elements: career exploration, self-awareness, decision-making, goal setting, and job finding skills. Next, a course was designed with modules on self-awareness, career awareness, skills identification, decision-making and goal setting, resume writing, and interviewing. These modules were field tested and revised. The resulting course includes 20 60-minute lessons on problem solving, lifestyles, and the six original concepts. The physical education faculty became interested in examining the potential of a Life/Career Planning Program for their majors. Members of the Life/Career Planning staff provided teaching assistance during the first year of implementation. Although the curriculum content is general, major specialization is introduced through the readings, homework assignments, and term projects.

Course Description

The course is introduced with a slide/tape presentation which emphasizes the importance of career planning. A session on cooperative education is then conducted by the coordinator responsible for the students' field placement. Here typical jobs are described and students begin to understand how they might use their work quarters to test tentative career choices.

In succeeding classes, skills necessary to research a job are identified and developed. Students are introduced to the career literature, hear guest speakers, and begin focusing on a career to research. In addition, students develop resumes, write cover letters, and practice being interviewed using videotape equipment.

An essay on a future preferred lifestyle helps in goal setting. Students select a personal, educational, or career goal and develop a plan of implementation that includes a time line, the resources needed, and possible obstacles. Next, students are presented with descriptions of three jobs related to physical education and asked to decide which job to accept by using a decision-making worksheet where they list personal alternatives, risks, advantages, disadvantages, and the values and needs satisfied. At the end of the quarter, career information reports are given by students.

Evaluation

Evaluations are conducted quarterly on the curriculum, instruction, and class activities. The results are used for curriculum revision and teacher training purposes.

Students report that they feel comfortable with their tentative career choice and know how to obtain, use, and evaluate career information. Most important, through this process they have gained some important job getting skills.

CAREER EDUCATION AND TOTAL STUDENT DEVELOPMENT

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The rapidity of change and the competition in the labor market requires that the focus of career education should not only be on employment but development of the individual. In a world where the distance between the experiences of childhood, adolescence, and adulthood, and the gap between school and work continually widens, institutions must reach across these gaps. Thus, learning skills related to self-understanding rather than learning specific job skills must be emphasized by career education. Developing self-assessment skills and processes of how to get a job should be the priority.

To meet the needs of a rapidly changing society, educators must continually assess students' needs, values, and goals. Career programs must be conceptualized that create a positive learning environment and reach beyond the cognitive level typically inherent in the instructional process. The affective, cognitive, and psycho-motor areas are an intricate part of any career education program. The application of human development theory to students is a contemporary one. The intent is to help the students to examine their lives, control the processes of self-direction, and to interact with faculty and staff in a meaningful learning system.

Model Elements

Career educators must intentionally utilize the theories, philosophies, and principles of the developmentalists and career experts to construct relevant career models. These models must be both specific and general and establish levels and boundaries to accommodate the differences in students. Programs should not be confined to one department which excludes expertise and physical resources at the institution. The task is to assist the individual and to construct a life-centered educational approach which supports the student's career skills.

One example of a sequential program for out-of-classroom learning is the LEAP model. LEAP is designed to challenge students to think about career and life planning processes, to become practical and reasonable in their assessments, to make effective decisions, to be willing and able to establish,

evaluate and alter goals, and to deal realistically with personal strengths and weaknesses. It addresses conceptual, humanistic, and technical skills along particular developmental dimensions such as valuing, career self-analysis, leadership, decision-making, and job search. Participants acquire knowledge of simple-to-complex decision-making, process-leadership, and human relations strategies. Through behavioral rehearsal sessions and multi-media resources, students learn to interview, construct resumes, and "hire yourself an employer." Small groups and workshops are used to facilitate these phases. Staff members include trained faculty facilitators, para-professionals, peer counselors, and student development specialists.

In conclusion, career educators and administrators can emphasize life-centered education through career education programs. These programs can meet the developmental and educational needs of students who must function in a contemporary world. Career education can be the bridge for persons between learning and work.

SECTION IV -- COMMUNICATION AND COLLABORATION WITH THE COMMUNITY

Communication and collaboration with the community can enhance the career education process. Linking up with the community provides students with opportunities to observe and interact directly with the working world.

In "Development of Community Resources for Students and Instructors," Keith-Henes suggests how community resources can be identified and used within class instruction despite potential problems. Kiernan discusses some of the benefits derived from collaboration in "Community Collaboration -- With Benefits For All."

DEVELOPMENT OF COMMUNITY RESOURCES FOR STUDENTS AND INSTRUCTORS

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Utilizing community resources in the instructional process takes time, but the rewards are worth it. Both the community and the school will understand each other better. Students and teachers will find learning enriched as direct relationships between physical education and sport and the world of work are identified.

Although community resources are of great benefit to class instruction, there can be problems. Deciding what type of community resources would be useful and how to make use of them takes research time. Once the resource is located, there is time involved in making arrangements for use. Plans must be developed that not only encompass the use of the resource but includes both pre and post follow through activities. Another problem can be an "in house" attitude about bringing community resources into the school or going to the resources in the community.

Survey Concerns

An informal survey conducted by the author among teachers at one midwestern suburban high school gives some indication of why community resources are not part of class instruction. A majority of respondents, when asked why they did not use community resources, gave the following reasons: 1) lack of administrative support, 2) lack of planning time, and 3) budget considerations. In contrast, when administrators were asked why more teachers did not use community resources, they replied that teachers were not interested.

Educators who did use community resources gave the following reasons for what they felt was a lack of support. First, community resources in the school as well as those used outside the school, were seen as an interruption of the normal school day. Secondly, many felt that community resources did not relate to the prescribed curriculum, and thirdly, the cost for travel and supervision outside of school was restrictive. Some individuals indicated that administrators made no effort to see why use of the community

resource was of value. Others were frustrated by what they saw as different "policies" for use of community resources depending on the school and the assigned administrator. These reasons are not all inclusive, but suggest some of the more common concerns regarding the use of community resources.

Obstacle Avoidance

With creative and careful planning, plus the involvement of different interest groups in preliminary planning, many of the suggested obstacles to using community resources can be avoided. A suggested step for the use of community resources in classes is the formation of an advisory committee. Composed of educators, parents, students, business, industry, labor, and community leaders, this group can brainstorm community resource ideas to meet curriculum needs. Resources not only to use on school time can be considered, but those students might use during their own time.

Resource Identification

Some educators may be concerned that their community does not offer many resource opportunities. This is where community collaboration becomes most important. Resources that educators are not aware of can be located. An interesting class project is to have students themselves locate these resources. The yellow-pages, local newspapers, and community calendars are good places to start. Students can ask others about community resources. Organizations and associations can provide individual resource names. Do not forget to check with local government divisions. Individuals from the community with careers related to physical education and sport can be identified. The results could be printed in a community directory compiled by students for both their use and the community's.

Look for community events that tie-in with class activities. Feature stories in the press or on local television can often provide resource leads. The advisory committee can be a great help in following up leads. Once appropriate resources are identified, arrangements can be made to incorporate those resources into the instructional process. Here the teachers need to design a "total" resource utilization package that includes preliminary activities to prepare the class for the resource and objectives and ideas for the resource person to plan and organize in advance. Without some teacher input, a resource experience can often be off

target of the learning objective. A follow-up activity ensures that the class knows there are expectations for learning via the resource.

Support Systems

School systems can promote ways for teachers to become more involved with the community. For example, participation of teachers in a business/industrial/labor day experience could be arranged. Here teachers, on school time, take field trips to selected sites and see how the site experience might be incorporated in class instruction. Teachers can participate in institutes that business and industries conduct for inservice credit. A community resource van containing materials describing community resources could travel from school to school. Provisions can be made to reward teachers who use career education in instruction and give them opportunities to share these ideas with others. Career education is a feasible inservice topic for all grades and subjects. Community resources included in curriculum planning can provide practical suggestions. Short sabbaticals could be granted for teachers to work in the community or exchange programs set up with teachers and community workers. A joint newsletter for the business community and the school system is another possibility.

All these ideas can make career education in class instruction a reality. The rewards are tremendous.

COMMUNITY COLLABORATION -- WITH BENEFITS FOR ALL

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Full achievement of the goal of career education depends upon the collaboration of the community (business, labor, industry, government, and service organizations) and the school. Preparation of students for adult roles can be enhanced by direct exposure to the working world. Through field trips, guest speakers, interviews, shadowing, role playing, and internships, the learning environment can be expanded beyond the walls of the school. These experiences combine the expertise of the community and school to give students a broader and more realistic view of the working world.

Student Benefits

Use of community resources provides students with several opportunities which may not be available in the school setting. Through community-based experiences, students can be exposed to a variety of jobs in physical education, sport, and recreation services. On-site observations and "hands on" experiences can help students to assess their interest and abilities for various jobs. This interaction with community workers increases the number of adult role models beyond the physical education teacher and coach models available in the school. These experiences further illustrate to students how what they learn in physical education is used in work and leisure activities.

Teacher Benefits

Teachers also derive benefits from collaboration with the community. The number of new and existing jobs related to the physical education field is too large for teachers to have an indepth knowledge of all of them. Individuals from the community who are engaged in these various jobs can supplement the teacher's knowledge and offer students greater insight into their jobs. These individuals can also help teachers to stay up-to-date on changes and trends in their respective fields. Use of community resources can also expand the number and types of facilities which may not be

available in the school. Finally, collaboration gives teachers another opportunity to communicate the goals of physical education and increase community understanding of their physical education program.

Community Benefits

While benefits of collaboration may appear to be focused toward the school, there are distinct benefits that the community derives from its involvement. Collaboration allows business, labor, and industry to directly communicate their needs and goals, rather than filtering this information through teachers who may not understand the business world. On the other hand, educators can assist business by providing expertise in employee career planning, implementing educational programs for the community, and acquainting business with new educational methods and technology. In this way, educators serve as resources for the business community.

Teachers as Resources

As resources to the community, physical education teachers can provide various services. Physical educators can implement a community-based fitness program with weekend or evening sessions. Activity courses could be offered to adults who wish to learn or improve various sport or leisure activity skills. Teachers could arrange to write a regular column for the local newspaper featuring tips on sports skills, fitness, relaxation techniques, the balance between work and leisure. A locally produced television program might feature visual tips from teachers and students. A state physical education association or group of local physical educators could co-sponsor community events which are supportive of physical education goals.

The success of collaboration depends upon mutual trust, respect, and the willingness to volunteer time and expertise. Considering its potential benefits for the student, the physical educator, and the community, it is a worthwhile investment.

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